

DoDEA College and Career Ready Standards for Arts (CCRSA)

Music Appreciation High School



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



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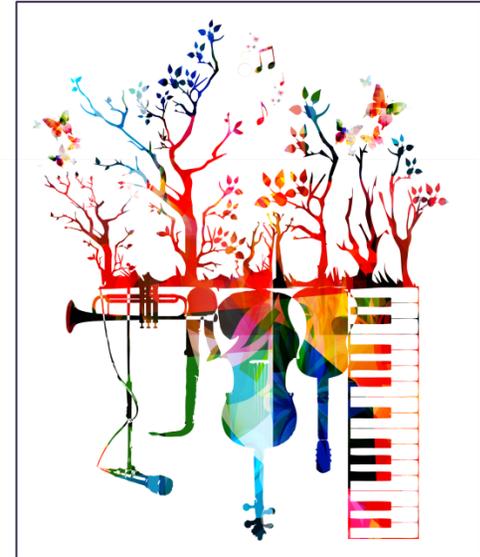
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Introduction

As a branch of musicology, Music Appreciation standards should focus on the historical, cultural, and sociological components of music. Currently, the NCAS Music Standards only address general music at the K-8 level. In response, the following descriptions are derived from the ensemble, harmonizing instruments, and composition/theory standards as appropriate to DoDEA HS Music Appreciation course curriculum.

While most of the content is verbatim and all descriptions originated from the NCAS Music Standards, some phrases were edited to embrace musicological features and requirements. In addition, music standards in the following states were considered: CA, VA, NC, IL, GA, WA, HI, CO, and KY. These states have the highest frequency of DoDEA student transfers into their schools. Further, the terms proficient, accomplished and advanced are used to identify each category and align with NCAS HS Music Standard terminology.





Artistic Process: Creating

CREATING	<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings Essential Question(s): How do musicians generate creative ideas?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Cr1.1.M.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods.</p>	<p>MU: Cr1.1.M.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.</p>	<p>MU: Cr 1.1.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.</p>
	<p>Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Cr2.1.M.Ia Select melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods.</p>	<p>MU:Cr2.1.M.IIa Select arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures.</p>	<p>MU:Cr2.1.M.IIIa Select composed and improvised musical works to be organized for a variety of purposes and contexts.</p>
	<p>MU:Cr2.1.M.Ib Preserve draft compositions and improvisations through standard notation, tablature, non-traditional musical symbols, and/or audio recording.</p>	<p>MU:Cr2.1.M.IIb Preserve draft compositions and improvisations through standard notation, tablature, non-traditional musical symbols, and/or audio recording.</p>	<p>MU:Cr2.1.M.IIIb Preserve draft compositions and improvisations through standard notation, tablature, non-traditional musical symbols, and/or audio recording.</p>
	<p>Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians make creative decisions?</p>		
	HS Accomplished	HS Advanced	HS Proficient
	<p>MU:Cr3.1.M.Ia Evaluate melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p>	<p>MU:Cr3.1.M.IIa Evaluate arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.</p>	<p>MU:Cr3.1.M.IIIa Evaluate musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</p>
<p>MU:Cr3.2.M.Ia Share personally-developed and/or observed melodies, rhythmic passages, and arrangements – individually or as collective – that address identified purposes.</p>	<p>MU:Cr3.2.M.IIa Share personally-developed and/or observed arrangements, sections, and short compositions – individually or as a collective – that address identified purposes.</p>	<p>MU:Cr3.2.M.IIIa Share varied, personally-developed and/or observed musical works – individually or as a collective – that address identified purposes and contexts.</p>	



Artistic Process: Performing

PERFORMING	<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Pr4.1.M.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms.</p>	<p>MU:Pr4.1.M.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms.</p>	<p>MU:Pr4.1.M.IIIa Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.</p>
	<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Pr4.2.M.Ia Analyze how the elements of music of the selected work(s) relate to the style and mood, and explain the implications.</p>	<p>MU:Pr4.2.M.IIa Analyze how the elements of music of the selected work(s) relate to the style and mood, and explain the implications.</p>	<p>MU:Pr4.2.M.IIIa Analyze how the elements of music and compositional techniques of the selected work(s) relate to the style, function, and context, and explain the implications.</p>
	<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?</p>		
	HS Accomplished	HS Advanced	HS Proficient
	<p>MU:Pr4.3.M.Ia Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.</p>	<p>MU:Pr4.3.M.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.</p>	<p>MU:Pr4.3.M.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.</p>
	<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?</p>		
HS Accomplished	HS Advanced	HS Proficient	
<p>MU:Pr5.1.M.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from peers and other sources to refine performances.</p>	<p>MU:Pr5.1.M.IIa Develop and apply appropriate rehearsal strategies to address musical challenges in a varied repertoire of music, and evaluate their success.</p>	<p>MU:Pr5.1.M.IIIa Develop, apply, and refine appropriate rehearsal strategies to address musical challenges in a varied repertoire of music.</p>	



Artistic Process: Responding

RESPONDING	<p>Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Re7.1.M.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p>MU:Re7.1.M.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p>	<p>MU:Re7.1.M.IIIa Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</p>
	<p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Re7.2.M.Ia Analyze aurally the elements of music of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	<p>MU:Re7.2.M.IIa Analyze aurally the elements of music of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	<p>MU:Re7.2.M.IIIa Analyze aurally and/or by reading the scores of musical works the elements of music, compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</p>
	<p>MU:Re8.1.M.Ia Explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p>	<p>MU:Re8.1.M.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p>	<p>MU:Re8.1.M.IIIa Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' musical and expressive intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p>
	<p>MU:Re9.1.M.Ia Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p>	<p>MU:Re9.1.M.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.</p>	<p>MU:Re9.1.M.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p>



Artistic Process: Connecting

CONNECTING	<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	MU:Cn10.1.M.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.M.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.M.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
	<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	MU: Cn11.1.M.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.	MU: Cn11.1.M.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.	MU: Cn11.1.M.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.



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